

MI 960 MEDIA AND TECHNOLOGY
Michigan State University

Fall 2018

Mon 11:30-2:20pm (CAS 177)

Prof. Keith Hampton

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Office Hours: Mondays 10:00-11:00am and by appointment (CAS 435)

Note: Interdepartmental course with ADV, JRN. If you wish to have your enrollment in this course appear on your record as ADV 960 or JRN 960 enroll in this section and then contact ADV or JRN when this class is completed

All course correspondence, including posted grades, announcements, additional readings, etc. will be posted on the D2L website for this course: <https://d2l.msu.edu/>

COURSE DESCRIPTION

This course examines how emerging communication technologies (e.g., mobile phones, Internet, social media, video games, locative media) affect social relationships and society, and how social forces affect adoption and usage patterns of mediated technologies.

New communication technologies are often regarded as a source of transformative change, responsible for undermining morality, destroying institutions, increasing surveillance and control, and for the decline of community. This course is based around the argument that communication technologies are inherently social networks, linking people, organizations and communities. This subject is heavily weighted towards the evaluation of empirical studies that focus on how recent technological innovations may be changing the way we interact with our environments and those around us. Examples of questions that will be explored in this course include:

- Are new forms of communication responsible for large-scale social change?
- Will new media replace existing forms of communication, such as face-to-face and telephone contact?
- Does the use of mobile information and communication technologies increase privatism?
- Are people cut off from their social networks as a result of in-home computer and Internet use?
- Will public participation, democratic engagement or civil society atrophy as a result of new media use?

PREREQUISITS

No prerequisites.

LEARNING OBJECTIVES

At the end of the course students will be able to critically review the theory, methodology, and findings of a research study published on the topic of new information and communication technologies; describe the history of studies on new media; and determine and apply appropriate theory and methodologies to the study of new forms of mediated communication.

ASSESSMENT

Students are not expected to have personal experience with the technologies discussed in this course. A major component of the course will involve the development and use of a personal blog. Students will receive access to the necessary blogging software and will be provided with basic instruction on how to maintain a blog.

Final grades will be based on an evaluation of 10 blog postings on the subject of the weekly course readings (20%), 20 comments on other students' blog postings (10%), a presentation outlining the final project (10%), a final project (50%),

and class participation (10%). Students are urged to pay close attention to due dates, late assignments will not be graded.

Final grades will be assigned according to the following scale:

4.0	93-100%
3.5	87-92%
3.0	80-86%
2.5	77-79%
2.0	70-76%
1.5	67-69%
1.0	60-66%
0.0	below 60%

Grading of Assignments and Presentations

A grade equivalent to a 4.0 will be awarded to an assignment that both fills the terms of the assignment and shows evidence of out-of-the-ordinary, creative, analytical, and interesting thought. A 3.0 will be awarded if the terms of the assignment have been fulfilled thoroughly and thoughtfully, with some evidence of originality and creativity. Assignments that merely fulfill the terms of the assignment will receive a 2.0. Assignments that fail to fulfill the terms of the assignment will receive a grade equivalent to a 1.0. An assignment that does not approximate the terms of the assignment will receive a 0.0. All grades are final. Please do not ask to have your grade changed for reasons other than mathematical error. A grade of “incomplete” will not be assigned except in the most unusual, extreme (and generally emergency) circumstances.

Participation and Attendance

Class meetings will be in a seminar format, there will be a limited amount of lecturing, instead students and instructor will explore key concepts through a guided dialogue. Students are expected to have read all of the week’s readings in advance of the course meeting. Participation grades will be based on demonstrated familiarity and critical reflection on the readings, involvement in classroom activities and exercises, and engagement in discussions. The participation grade is assessed above and beyond your attendance, just showing up for class will not earn you any participation points. You must do the readings, or this class will be a waste of time. You can expect that the instructor will call on students at random to provide a summary of specific readings and to provide a basic comparison to prior course content.

Use of mobile phones and computing devices in class, for purposes unrelated to note taking and direct class participation, will adversely affect your participation grade. Students are expected to attend all classes. Missing more than two classes may result in an automatic zero for the class participation grade. Students who experience the loss of a loved one and receive an approved grief absence request are exempt from this policy (the grief absence request form is available at <https://reg.msu.edu/StuForms/StuInfo/GriefAbsenceForm.aspx>). Students are responsible for getting course notes from their classmates, the instructor will not provide you with notes, slides or exam guides.

Students are never granted permission to make audio or video recordings of the class.

Blogs

Students are responsible for submitting short commentaries on 10 of the weeks’ readings (800-1,000 words). Blog posts are intended to be less formal than a class paper (but must follow traditional guidelines for academic integrity). Students are encouraged to include pictures, videos, and links to external content. Commentaries should include all of the readings from each week and consist of limited summary; focusing on an evaluation of the readings and identifying 2-3 questions for discussion during the class meeting (focus on the papers’ key issues, strengths and limitations, and a comparison to previous weeks’ readings). Each commentary must be submitted as a post to the student’s personal class blog by 5:00pm the day before class meeting. Students are welcome to make additional posts on their blog on class related subjects.

Each student is responsible for contributing 20 comments on fellow students' blogs. Comments should be a minimum of 3000 words and offer a critique of that week's posting, seek clarification, compare or contrast postings, or provide additional evidence or new information (such as a link to a related article, website, etc.). Each student must contribute a minimum of 20 comments, credit will be given for a maximum of two comments per blogging assignment, students will not receive credit for commenting on the same blog more than six times over the duration of the course. Comments must be posted by noon on the day of class for posts related to that week's readings. Students are encouraged to reply to comments and discuss with their classmates.

Blogs are graded as pass/fail. If you submit your blog post on time, if it meets the minimum requirements for length, and it fulfills the terms of the assignment (i.e., commentary not summary!) you will receive 100%. If the blog post is not submitted, submitted late, does not meet the minimum length, is not on the assigned subject matter, or otherwise does not meet the terms of the assignment, you will get a zero. I will occasionally send you feedback on your blog posts to let you know how you are doing, but given the volume of posts/comments and the size of the class, do not expect feedback on all of your posts. Blogs are intended to be a peer driven and a peer evaluated exercise. To receive credit for blog posts/comments, before the last day of class students must submit a log with permalinks to all posts/comments using the online form provided by the instructor.

Final Project (Due: Dec 10)

The final project can take on one of a number of different forms to be negotiated individually with the instructor. Projects should deal with course themes focusing on a topic of interest to the student. Possibilities for the final paper/project include a full research proposal, software or a website, or a paper of near publishable quality based on the analysis of existing data or data collected as part of an original research project (20-25 double spaced pages). Informal project approval must be obtained in advance of the proposal presentation.

Proposal Presentation (Due: Oct 29)

The in-class presentation is as an opportunity for students to explore individual interests and to receive immediate feedback from the instructor and classmates on plans for their final project. The presentation should be 10 minutes long, use PowerPoint (or something similar), and follow the format of a formal conference presentation. A copy of your presentation (on paper) must be given to the instructor at the time of your presentation. Presentations should include the following elements:

- A research question.
- A justification for why the question is of sufficient social importance and/or scientific relevance.
- Three citations and a brief review of key research in the area.
- Hypotheses (if appropriate).
- Research methods and procedure.
- Main strengths and weaknesses of your methods.

Academic Integrity

The consequences of scholastic dishonesty are very serious. Evidence of plagiarism, cheating, fabrication, facilitation, dishonesty, academic sabotage, criminal activity, or other violations of research or professional ethics will be dealt with severely. Students are expected to fulfil the spirit of the Spartan Code of Honor. "As a Spartan, I will strive to uphold values of the highest ethical standard. I will practice honesty in my work, foster honesty in my peers, and take pride in knowing that honor is worth more than grades. I will carry these values beyond my time as a student at Michigan State University, continuing the endeavor to build personal integrity in all that I do." Student conduct that is inconsistent with the academic pledge will be addressed through existing policies, regulations, and ordinances governing academic honesty and integrity. MSU Policies, Regulations and Ordinances Regarding Academic Honesty and Integrity can be found at <https://msu.edu/unit/ombud/academic-integrity/>.

COMMUNICATING WITH THE INSTRUCTOR

The instructor is here to help, please ask questions, share your ideas, and visit often during office hours. However, keep in mind that when seeking advisement and support, email is no substitute for an in person meeting. Students seeking help with the content of this course should consult with the instructor at the start of class, during office hours, or by requesting a separate appointment. Plan ahead and consult in advance of any due dates. Do not expect a detailed response by email to requests for advice or review of materials (some things are still best done in person!)

COURSE MATERIALS

All readings, files, and grades will be available from the course website (generally in the form of a PDF or a link to content): <https://d2l.msu.edu/>.

COURSE OUTLINE

This portion of the syllabus is subject to change as the course evolves. I may add or remove material based on the interests and pace of the class. At times, I will distribute new and timely material that appears in the news or has been recently published. It is your responsibility to learn of any changes by regularly attending class, visiting the course website, and reading your email.

WEEK 1 (Aug 29): Introduction and Blogging 101

Note: There is no class meeting on September 3 (Labor Day)

WEEK 2 (Sep 10): Harmful Effects?

Turkle, Sherry (2012, April 21). The Flight From Conversation. *New York Times*.

<http://www.nytimes.com/2012/04/22/opinion/sunday/the-flight-from-conversation.html>

Twenge, Jean (2017, September). Have Smartphones Destroyed a Generation? *The Atlantic*.

https://www.theatlantic.com/magazine/archive/2017/09/has-the-smartphone-destroyed-a-generation/534198/?utm_source=fbb

Dizik, Alina (2017, April 17). The addiction that's worse than alcohol or drug abuse. BBC.

<http://www.bbc.com/capital/story/20170417-the-addiction-thats-worse-than-alcohol-or-drug-abuse>

Facebook 'linked to rise in syphilis'. (2010). *The Telegraph*.

<http://www.telegraph.co.uk/technology/facebook/7508945/Facebook-linked-to-rise-in-syphilis.html>

Basara, Mindy. (2017, August 10). Parents being warned about 'Blue Whale Challenge'. *WBALTV*.

<http://www.wbaltv.com/article/parents-being-warned-about-blue-whale-challenge/11664279>

Eiser, A. R. (2015). Postmodern Stress Disorder (PMSD): A Possible New Disorder. *The American Journal of Medicine*, 128(11), 1178-1181.

Pontes, H. M., Kuss, D. J., & Griffiths, M. D. (2015). Clinical psychology of Internet addiction: a review of its conceptualization, prevalence, neuronal processes, and implications for treatment. *Neuroscience & Neuroeconomics*, 4, 11-23.

Kraut, R., Lunmark, V., Patterson, M., Kiesler, S., Mukopadhyay, T., & Scherlis, W. (1998). "Internet Paradox: A Social Technology That Reduces Social Involvement and Psychological Well-Being?" In *American Psychologist* 53(9): 1017-1031.

McPherson, M., Smith-Lovin, L., & Brashears, M. E. (2006). Social Isolation in America: Changes in Core Discussion Networks over Two Decades. *American Sociological Review*, 71, 353-375.

WEEK 3 (Sep 17): Foundations

Colleran on Bicycle Morals. (1899, May 16). *Chicago Daily Tribune*.

Wants the Electric Lights Put Out. (1888, Nov 25). *The New York Times*.

Gopalakrishnan, Amulya. (2017, August 18). Blue whales and other folk tales: We, the middle class are as susceptible to urban legends as anyone else. *The Times of India*. <http://blogs.timesofindia.indiatimes.com/to-name-and-address/blue-whales-and-other-folk-tales-we-the-middle-class-are-as-susceptible-to-urban-legends-as-anyone-else/>

Norman, Donald. (1994). Affordances. http://youtu.be/NK1Zb_5VxuM

Turner, F. (2005). Where the counterculture met the new economy: The WELL and the origins of virtual community. *Technology and Culture*, 46(3), 485-512.

Rheingold, H. (1993). A slice of life in my virtual community. In L. M. Harasim (Ed.), *Global Networks: Computers and International Communication* (pp. 37-80). Cambridge, MA: MIT Press.

Putnam, R. (1995). Tuning In, Tuning Out: The Strange Disappearance of Social Capital in America. *Political Science and Politics*, 28(4), 664-683.

Norris, Pippa. (1996). Does Television Erode Social Capital? A Reply to Putnam. *PS: Political Science and Politics* 29:474-480.

Hampton, Keith and Barry Wellman. (in press). All the Lonely People? The Continuing Lament about the Loss of Community. In Leah Lievrouw and Brian Loader (Eds.), *Handbook of Digital Media and Communication*. Abingdon, UK. Routledge.

Hampton, K. N. (2017). Studying the Digital: Directions and Challenges for Digital Methods. *Annual Review of Sociology*, 43, 167-188.

Vilhelmson, B., Ell  r, E., & Thulin, E. (2018). What did we do when the Internet wasn't around? Variation in free-time activities among three young-adult cohorts from 1990/1991, 2000/2001, and 2010/2011. *New Media & Society*, 20(8), 2898-2916.

Norman, Donald (1988). *The Psychology of Everyday Things*. Basic Books. (Ch1).

WEEK 4 (Sep 24): Close Relationships

Many Americans are lonely, and Gen Z most of all, study finds. (2018, May 3).

<https://www.cbsnews.com/news/many-americans-are-lonely-and-gen-z-most-of-all-study-finds/?ftag=CNM-00-10aac3a>

Khrais, R. (2012, September 25). Phone Home. *NPR*. <http://www.npr.org/2012/09/25/161716306/phone-home-tech-draws-parents-college-kids-closer>

Haythornthwaite, C. (2005). Social Networks and Internet Connectivity Effects. *Information, Communication & Society*, 8(2), 125 - 147.

Hampton, K. N., Sessions, L., & Ja Her, E. (2011). Core Networks, Social Isolation, and New Media: Internet and Mobile Phone Use, Network Size, and Diversity. *Information, Communication & Society*, 14(1), 130-155.

Burke, M & Kraut, R. (2014). Growing Closer on Facebook: Changes in Tie Strength through Social Network Site Use. in *CHI 2014*, edited by M. Jones and P. Palanque. Toronto, Canada.

Vriens, E., & van Ingen, E. (2018). Does the rise of the Internet bring erosion of strong ties? Analyses of social media use and changes in core discussion networks. *New Media & Society* 20(7), 2432-2449.

WEEK 5 (Oct 1): Intimacy

- Morris, A. (2011, Feb 7). They Know What Boys Want. *New York Magazine*. Pp 32-37.
- Reist, Melinda Tankard (2016, March 7). Growing Up in Pornland: Girls Have Had It with Porn Conditioned Boys. *Australian Broadcasting Corporation*. <http://www.abc.net.au/religion/articles/2016/03/07/4420147.htm>
- Simpson, M (2016, April 29). Today's porn panic is no different to the anti-masturbation movements of the 19th century. *The Telegraph*. <http://www.telegraph.co.uk/men/thinking-man/todays-porn-panic-is-no-different-to-the-anti-masturbation-movem/>
- Jones, Maggie. (2018, Feb 7). What Teenagers Are Learning From Online Porn. *The New York Times Magazine*. <https://www.nytimes.com/2018/02/07/magazine/teenagers-learning-online-porn-literacy-sex-education.html>
- Zimbardo, Philip, Wilson, Gary & Coulombe, Nikita. (2016, April 13). How Porn is Messing With Your Manhood. *Skeptic*. https://www.skeptic.com/reading_room/how-porn-is-messing-with-your-manhood/
- Denmark Facebook sex video: More than 1,000 young people charged (2018, January 15). *BBC News*. <https://www.bbc.co.uk/news/world-europe-42694218>
- Madigan, S., Ly, A., Rash, C. L., Van Ouytsel, J., & Temple, J. R. (2018). Prevalence of multiple forms of sexting behavior among youth: A systematic review and meta-analysis. *JAMA Pediatrics*, 172(4), 327-335
- Reed, E., Salazar, M., & Raj, A. (2018). Nonconsensual sexting and the role of sex differences. *JAMA Pediatrics*.
- Mitchell, Kimberly J., David Finkelhor, Lisa M. Jones, and Janis Wolak. (2011). Prevalence and Characteristics of Youth Sexting: A National Study. *Pediatrics*.
- Wright, Paul J. (2011). U.S. Males and Pornography, 1973–2010: Consumption, Predictors, Correlates. *The Journal of Sex Research* 50:60-71.
- McFarlane, M, Bull, SS, and Rietmeijer, CA. (2000). The Internet as a newly emerging risk environment for sexually transmitted diseases. *JAMA* 284(4): 443-6.
- Holloway, I. W., Dunlap, S., del Pino, H. E., Hermanstynne, K., Pulsipher, C., & Landovitz, R. J. (2014). Online Social Networking, Sexual Risk and Protective Behaviors: Considerations for Clinicians and Researchers. *Current Addiction Reports*, 1(3), 220-228.
- Toma, C., Hancock, J., & Ellison, N. (2008). Separating fact from fiction: An examination of deceptive self-presentation in online dating profiles. *Personality and Social Psychology Bulletin* 34: 1023-1036.
- Markowitz, D. M., & Hancock, J. T. (2018). Deception in Mobile Dating Conversations. *Journal of Communication*, 68(3), 547-569.
- Cacioppo, John T, Stephanie Cacioppo, Gian C Gonzaga, Elizabeth L Ogburn, and Tyler J Van der Weele. (2013). Marital Satisfaction and Break-Ups Differ across On-Line and Off-Line Meeting Venues. *Proceedings of the National Academy of Sciences*.

WEEK 6 (Oct 8): Mobile Life

- Andrew-Geey, Eric. (2018, April 10). Our smartphone 📱 is making you 🤪 stupid, antisocial 🗑️ and unhealthy 🤒. So why can't you put it down ? !?. *The Globe and Mail*. <https://www.theglobeandmail.com/technology/your-smartphone-is-making-you-stupid/article37511900/>
- Samuel, Alexandra (2017, August 8). Yes, Smartphones are Destroying a Generation, but not of Kids. *JSTOR Daily*. <https://daily.jstor.org/yes-smartphones-are-destroying-a-generation-but-not-of-kids/>
- Van Houten Maldonado, Devon (2018, January 15). Why selfies can be a force for social good. *BBC News*. <http://www.bbc.com/culture/story/20180112-why-selfies-can-be-a-force-for-social-good>

- Ward, A. F., Duke, K., Gneezy, A., & Bos, M. W. (2017). Brain Drain: The Mere Presence of One's Own Smartphone Reduces Available Cognitive Capacity. *Journal of the Association for Consumer Research*, 2(2), 140-154
- Sapacz, M., Rockman, G., & Clark, J. (2016). Are we addicted to our cell phones? *Computers in Human Behavior*, 57, 153-159.
- Billieux, J., Maurage, P., Lopez-Fernandez, O., Kuss, D. J., & Griffiths, M. D. (2015). Can Disordered Mobile Phone Use Be Considered a Behavioral Addiction? An Update on Current Evidence and a Comprehensive Model for Future Research. *Current Addiction Reports*, 2(2), 156-162.
- Gergen, K. J. (2010). Mobile Communication and the New Insularity. *QWERTY* 5(1), 14-28.
- Kobayashi, T., & Boase, J. (2014). Tele-Cocooning: Mobile Texting and Social Scope. *Journal of Computer-Mediated Communication*, 19(3), 681-694.
- Campbell, Scott (2015). Mobile Communication and Network Privatism: A Literature Review of the Implications for Diverse, Weak, and New Ties. *Review of Communication Research* 3(1).
- Humphreys, L. (2005). Cellphones in public: social interactions in a wireless era. *New Media & Society*, 7(6), 810-833.
- Hampton, K. N., Goulet, L. S., & Albanesius, G. (2015). Change in the social life of urban public spaces: The rise of mobile phones and women, and the decline of aloneness over thirty years. *Urban Studies*, 52(8), 1489-1504.
- Ling, R., & Lai, C-H. (2016). Microcoordination 2.0: Social Coordination in the Age of Smartphones and Messaging Apps. *Journal of Communication* 66(5), 834-56.

WEEK 7 (Oct 15): Place and Space

- Willett, M (2016, July 17). 17 heartwarming stories about people playing 'Pokémon GO'. *Tech Insider*. <http://www.techinsider.io/pokemon-go-heartwarming-stories-2016-7/>
- Park's 'Pokemon permit' plan blocked (2017, July 24). *BBC News*. <http://www.bbc.com/news/technology-40705873>
- Huffaker, C. (2016, July 28). There are fewer Pokemon Go locations in black neighborhoods, but why? <http://amp.bnd.com/news/nation-world/national/article89562297.html>
- Hampton, K.N. and Wellman, B. (2003). Neighboring in Netville: How the Internet Supports Community and Social Capital in a Wired Suburb. *City and Community* 2(4), 277-311.
- Hampton, K. N., Lee, C. J., & Her, E. J. (2011). How New Media Afford Network Diversity: Direct and Mediated Access to Social Capital Through Participation in Local Social Settings. *New Media & Society* 13(7), 1031-1049.
- Hampton, K. N., Livio, O., & Goulet, L. S. (2010). The Social Life of Wireless Urban Spaces: Internet Use, Social Networks, and the Public Realm. *Journal of Communication*, 60(4), 701-722.
- Lane, J. (2016). The Digital Street: An Ethnographic Study of Networked Street Life in Harlem. *American Behavioral Scientist*, 60(1), 43-58.
- Silva, A. d., Ling, R., & Humphreys, L. (2016). Location-Based Communication. In K. B. Jensen & R. T. Craig (Eds.), *The International Encyclopedia of Communication Theory and Philosophy*.
- Howe, K. B., Suharlim, C., Ueda, P., Howe, D., Kawachi, I., & Rimm, E. B. (2016). Gotta catch'em all! Pokémon GO and physical activity among young adults: difference in differences study. *BMJ*, 355.

WEEK 8 (Oct 22): Social Media I

Honan, M. (2014, August 11). I Liked Everything I Saw on Facebook for Two Days. Here's What it Did to Me. *Wired Magazine*. <https://www.wired.com/2014/08/i-liked-everything-i-saw-on-facebook-for-two-days-heres-what-it-did-to-me/>

Liptak, Andrew. (2018, August 19). The US government alleges Facebook enabled housing ad discrimination. *The Verge*. <https://www.theverge.com/2018/8/19/17757108/us-department-of-housing-and-urban-development-facebook-complaint-race-gender-discrimination>

Orben, Amy. (2017, November 14). Social Media and Suicide: A Critical Appraisal. *Medium*. <https://medium.com/@OrbenAmy/social-media-and-suicide-a-critical-appraisal-f95e0bbd4660>

Schwartz, Casey (2018, August 14). Finding It Hard to Focus? Maybe It's Not Your Fault: The rise of the new "attention economy." *The New York Times*. <https://www.nytimes.com/2018/08/14/style/how-can-i-focus-better.html>

Marwick, Alice E. and danah boyd. (2010). I Tweet Honestly, I Tweet Passionately: Twitter Users, Context Collapse, and the Imagined Audience. *New Media & Society*.

Eslami, M., Rickman, A., Vaccaro, K., Aleyasen, A., Vuong, A., Karahalios, K., ... & Sandvig, C. (2015, April). I always assumed that I wasn't really that close to [her]": Reasoning about invisible algorithms in the news feed. In *Proceedings of the 33rd Annual SIGCHI Conference on Human Factors in Computing Systems* (pp. 153-162).

Williams, B. A., Brooks, C. F., & Shmargad, Y. (2018). How Algorithms Discriminate Based on Data they Lack: Challenges, Solutions, and Policy Implications. *Journal of Information Policy*, 8, 78-115

Coviello, L., Sohn, Y., Kramer, A. D. I., Marlow, C., Franceschetti, M., Christakis, N. A., et al. (2014). Detecting Emotional Contagion in Massive Social Networks. *PLoS ONE*, 9(3), e90315.

Shakya, H. B., & Christakis, N. A. (2017). Association of Facebook Use With Compromised Well-Being: A Longitudinal Study. *American Journal of Epidemiology*, 185(3), 203-211.

Hampton, K. N., Lu, W., & Shin, I. (2016). Digital Media and Stress: Cost of Caring 2.0. *Information, Communication & Society* 9(9), 1267-1286.

Lu, W., & Hampton, K. N. (2017). Beyond the power of networks: Differentiating network structure from social media affordances for perceived social support. *New Media & Society*, 19(6), 861-879.

Hampton, Keith (forthcoming). Internet and Social Media Use Reduce Psychological Distress over Time... until they Don't: Pervasive Awareness of Family Distress, a Causal Mechanism for Increased Psychological Distress.

WEEK 9 (Oct 29): Presentations

Presentation of final project proposal.

WEEK 10 (Nov 5): Social Media II

Sunstein, C (2016, January 8). How Facebook Makes Us Dumber. *Bloomberg View*. <https://www.bloomberg.com/view/articles/2016-01-08/how-facebook-makes-us-dumber>

Ellis, Emma Grey (2017, August 17). Whatever Your Side, Doxing Is A Perilous Form Of Justice. *Wired News*. <https://www.wired.com/story/doxing-charlottesville/>

Lam, Katherine (2017, November 15). Scantly clad woman who stole money from Uber driver's tip jar says she's being harassed. Fox News. <http://www.foxnews.com/us/2017/11/15/scantly-clad-woman-who-stole-money-from-uber-drivers-tip-jar-says-shes-being-harassed.html>

Taekema, Dan (2018, March 8). Mom makes kids walk 7 km, carrying sign saying they were rude to bus driver. *CBC News*. <http://www.cbc.ca/news/canada/windsor/harrow-mom-walk-school-sign-bus-1.4568266>

Fletcher, Robson (2018, April 16). Shamed in his dog's death, Jeremy Quaille took his own life. *CBC News*. <http://www.cbc.ca/news/canada/calgary/jeremy-quaile-knightley-dog-death-calgary-1.4602948>

Bakshy, E., Messing, S., & Adamic, L. A. (2015). Exposure to ideologically diverse news and opinion on Facebook. *Science*, 348(6239), 1130-1132.

Fletcher, R., & Nielsen, R. K. (2018). Are people incidentally exposed to news on social media? A comparative analysis. *New Media & Society* 20(7), 2450-2468

Boczkowski, P.J., Mitchelstein, E. & Matassi, M. (in press). News Comes Across When I'm in a Moment of Leisure: Understanding the Practices of Incidental News Consumption on Social Media. *New Media & Society*.

Boxell, Levi, Gentzkow, Matthew, Shapiro, Jesse M. (2017). Is the internet causing political polarization? Evidence from demographics. Working paper.

Goldman, L. M. (2015). Trending now: the use of social media websites in public shaming punishments. *Am. Crim. L. Rev.*, 52, 415.

Kasra, M. (2017). Vigilantism, public shaming, and social media hegemony: The role of digital-networked images in humiliation and sociopolitical control. *The Communication Review*, 20(3), 172-188

WEEK 11 (Nov 12): Political Engagement I

Gladwell, Malcolm (2010, October 4). Small Change: Why the Revolution Will Not be Tweeted. *The New Yorker*. <http://www.newyorker.com/magazine/2010/10/04/small-change-malcolm-gladwell>

Tufekci, Zeynep and Christopher Wilson. (2012). Social Media and the Decision to Participate in Political Protest: Observations from Tahrir Square. *Journal of Communication* 62:363-379.

Bond, Robert M, Christopher J Fariss, Jason J Jones, Adam DI Kramer, Cameron Marlow, Jaime E Settle, and James H Fowler. (2012). A 61-Million-Person Experiment in Social Influence and Political Mobilization. *Nature* 489:295-298.

Boulianne, S. (2015). Social media use and participation: a meta-analysis of current research. *Information, Communication & Society*, 18(5), 524-538.

Kahne, J., & Bowyer, B. (2018). The Political Significance of Social Media Activity and Social Networks. *Political Communication*, 35(3), 470-493.

Hampton, K. N., Shin, I., & Lu, W. (2017). Social media and political discussion: when online presence silences offline conversation. *Information, Communication & Society*, 20(7), 1090-1107.

WEEK 12 (Nov 19): Political Engagement II

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WEEK 13 (Nov 26): Children

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WEEK 14 (Dec 3):

Catchup and informal discussion/presentation of final projects.